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ABSTRACT

This document is designed to show the connection among several initiatives of the Florida legislature in calling for changes to bring about reform at the school level and improvement in the delivery of social studies instruction at the classroom level. The document provides a picture of how this program of study can meet the goals of the Florida Commission on Education Reform and Accountability, "Blueprint 2000," and serve as a model for school improvement plans. The handbook for improving student achievement has four sections. Section 1 contains 5 documents that show the relationship between "Blueprint 2000," the School Improvement Initiative, and "Connections, Challenges, and Choices." Of the 7 state goals that reflect the need for broad change within Florida's education program, Goal 3 is discussed at some length. Goal 3 describes the performance skills in which all students must be proficient. This section articulates the characteristics or behaviors that well-educated people possess after 13 years of school. The main focus is on the use of skills and content to achieve conceptual understandings. A core of essential concepts is identified. Florida's social studies program is outlined as a K-12 approach to curriculum in which students engage in behaviors that require interaction between process skills and a body of knowledge to achieve conceptual understanding. Section 2 provides guidance for how schools may use the guide as part of school improvement plans. Section 3 creates a picture of how the interaction between process and social studies content is developed. Section 4 assumes that connections are evident in a common vision statement. (DK)

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FLORIDA K-12 SOCIAL STUDIES PROGRAM OF STUDY

CONNECTIONS, CHALLENGES AND CHOICES

IMPROVING STUDENT ACHIEVEMENT

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IMPROVING STUDENT ACHIEVEMENT

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INTRODUCTION

Commissioner of Education Betty Castor has stated that something dramatic must occur to improve student performance in Florida public schools. An initial step was the appointment of the Florida Commission on Social Studies Education. Expanding this call for change to a systemic level, the Legislature created the Florida Commission on Education Reform and Accountability (*Blueprint 2000*) and funded the school improvement initiative. The overarching goal of these initiatives is reform at the school level and improvement in the delivery of instruction at the classroom level.

This document is designed to show the connection among these initiatives and provide a picture of how *Connections, Challenges and Choices,* Florida's Social Studies Program of Study, can meet the goals of *Blueprint 2000* and serve as a model for school improvement plans.

This handbook for improving student achievement has four sections. **Section I--Connections to *Blueprint 2000***--contains several documents that show the relationship between *Blueprint 2000,* the School Improvement Initiative, and *Connections, Challenges and Choices.* Within Section I you will find:

> *Connections, Challenges and Choices* and the State Goals for Education (p. 3)
> *Connections, Challenges and Choices* and *Blueprint 2000* (p. 5)

The seven state goals reflect the need for broad change within Florida's education program. Goal 3 describes the performance skills in which all students must be proficient. The *Connections* Program addresses the systemic changes of *Blueprint* and, throughout the Program, intentionally repeats the process skills of Goal 3 to emphasize that there is a need to revise the ways teachers deliver instruction.

Believing that all academic disciplines have a "vision" of a well-educated person,

> the Vision for the Social Studies (p. 9)

articulates the characteristics or behaviors that well-educated people possess after thirteen years of school. Within the vision statements, there is an obvious connection between the process skills inherent in Goal 3 and the content of the *Connections* Program. It is evident that neither specific skills nor specific content is of primary importance; the main focus is on the use of skills and content to achieve conceptual understandings.

All disciplines have concepts and Florida's social studies supervisors have identified a

Core of Essential Concepts (p. 10).

Concepts "are words that represent highly abstract generalizations." As Jack Fraenkel has stated in a review of the conceptual work of Hilda Taba, "Because of their power, concepts can be developed in an increasingly complex and abstract manner through a curriculum, and can be illustrated at various levels of abstraction, complexity and generality. Students can build upon and develop in successive grades their understanding of these key concepts." The aim of teaching, therefore, is not just to teach specific content or specific skills, but to help students use content and skills in attaining conceptual understanding so that the vision of a well-educated person may be realized.

Florida's social studies program is outlined in

Connections, Challenges and Choices, (p. 12)

and is a K-12 approach to curriculum in which students engage in behaviors that require interaction between process skills and a body of knowledge to achieve conceptual understanding. In successive grades, students build upon and develop their understandings of the core concepts, and related concepts, leading to the well-educated person that is reflected in the Vision.

Section II--Connections to School Improvement--provides guidance for how schools may use *Connections, Challenges and Choices* as part of school improvement plans.

Section III--Connections to the Classroom--creates a picture of how the interaction between process and social studies content is developed at the concrete level. Classroom blueprints describe student behaviors and learning assessments that measure developmentally appropriate conceptual understanding.

Section IV--Connections to Other Disciplines--makes the following assumptions: that all disciplines have a vision of a well-educated person; that all disciplines have a core of essential concepts; that there are connections among the subject areas; and that these connections are evident in a common vision statement and shared concepts.

SECTION I

CONNECTIONS TO *BLUEPRINT 2000*

State Goals for Education

Goal 3 Performance Standards

Vision for the Social Studies

Core of Essential Concepts

Connections, Challenges and Choices - Courses of Study

CONNECTIONS, CHALLENGES AND CHOICES
and
FLORIDA STATE GOALS FOR EDUCATION

Blueprint 2000, the School Improvement Initiative, and *Connections, Challenges and Choices*, the social studies Program of Study propose to improve student performance. The state goals for education that are the focus of *Blueprint 2000* are complemented by the Program of Study in the following ways:

STATE GOALS FOR EDUCATION	*CONNECTIONS, CHALLENGES AND CHOICES*
Readiness to Start School Communities and schools collaborate to prepare children and families for children's success in school.	The elementary sequence of the Program of Study is designed to · take children from "where they are," · help them make sense of their world, · encourage them to describe and share their family experiences with others, and · generate enthusiasm among students, families and the community.
Graduation Rate Students graduate and are prepared to enter the workforce and postsecondary education.	The vision that guides the Program of Study seeks to develop the 'well-educated person' who · can apply skills and knowledge, · has practiced decision making, · accepts personal and social responsibility, and · is prepared to enter the workforce or postsecondary education.
Student Performance Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.	The Program of Study provides significant opportunities for challenging academic study at all levels of schooling. It is based on the premise that · all students can learn, and · all should have equal academic access. It incorporates a changing paradigm: · from one that sorts students, to one · that ensures all students have access to the knowledge and skills to change the quality of their lives.

STATE GOALS FOR EDUCATION	*CONNECTIONS, CHALLENGES AND CHOICES*
Learning Environment School boards provide a learning environment conducive to teaching and learning that includes sequential instruction in mathematics, science, reading, writing, and the social sciences; and has appropriate educational materials, equipment, and pupil-teacher ratio.	The Program of Study provides a learning environment that · promotes the integration of curriculum goals and objectives. · encourages the use of diverse instructional strategies. · presents a completely articulated K-12 program. · is designed with recurring themes. · is developmentally appropriate. · demands the development of specialized instructional materials. · requires appropriate equipment for its implementation.
School Safety and Environment Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.	The Program of Study · provides a safe environment for the discussion of controversial issues and ideas, · welcomes the expression of personal opinions and values, and · encourages students to take intellectual risks. It seeks to develop an atmosphere in which students associate and respond critically to events and social phenomena in a positive context without concern.
Teachers and Staff The schools, district and state ensure professional teachers and staff.	Critical to the success of the Program of Study as the basis for academic inquiry and growth are · effective teacher education, · professional administrators, · teacher assignments appropriate to academic credentials and certification areas, and · consistent and sustained staff development activities.
Adult Literacy Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.	The overall goal of the K-12 Program of Study is to develop the well-educated person who · has the ability to think and act effectively about issues that challenge our world, nation, state and community, · will assume the responsiblity for action to ensure a quality life for himself/herself and others, and · participates with confidence in political, economic and social groups.

CONNECTIONS, CHALLENGES AND CHOICES AND *BLUEPRINT 2000* GOAL 3 PERFORMANCE STANDARDS

Goal 3: Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

GOAL 3 PERFORMANCE STANDARDS	*CONNECTIONS, CHALLENGES AND CHOICES*
3.1 ***use of information*** Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files, in order to perform tasks and/or for enjoyment.	The Program of Study **actively involves students in the learning process**. At all grade levels, students · seek information from a variety of primary and secondary sources (newspapers, diaries, speeches, artifacts, letters, graphs, charts, tables, etc.); · deepen understanding of concepts and ideas; · apply knowledge and skills through multiple instructional strategies--brainstorming, case studies, debating, role playing, simulations, skits, speeches, retrieval charts, models, projects and civic involvement; · are provided with concrete examples of the arts as expressions of the human condition; and · explore various methods of expression (decorative arts, fine arts, architecture, music, dance, literature, poetry, drama). The opportunities to experience these expressions of creativity from a wide variety of cultures leads to · growth in awareness, understanding and appreciation of human likenesses and differences.
3.2 ***communication*** Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.	The Program of Study **seeks to develop** well-educated persons who · possess a range of rhetorical skills and · can narrate, listen and persuade effectively. **Writing activities** are an integral part of the social studies classroom. Students · compose and create letters, journals, stories, and poems; · present results of research; · clarify their own thoughts; and · understand the viewpoints of others. Effective **communication through a variety of other media**--projects, posters, speeches, audio/visual presentations, skits--is a process that students use to synthesize and display their learning in the social studies.

GOAL 3 PERFORMANCE STANDARDS	*CONNECTIONS, CHALLENGES AND CHOICES*
3.3 ***numeric operations*** Florida students use numeric operations and concepts to describe, analyze, disaggregate, communicate, and synthesize numeric data, and to identify and solve problems.	The Program of Study presents multiple opportunities for students to **develop and apply numeric operations** to draw conclusions and solve problems. These include · map and globe skills, · orientation skills, · time skills, · interpreting data, · creating graphs and charts to display information, and · the use and application of demographic information.
3.4 ***thinking skills*** Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.	The Program of Study places a major emphasis on exploring issues on a local level and then **acting to effect change.** Students · observe, · identify, · speculate, · order, · describe, · classify, · compare and contrast, · draw conclusions, · distinguish between fact and opinion, · determine cause and effect, · analyze information and relationships, · infer, · predict outcomes, · evaluate data, · make decisions, and · use creative problem-solving models to - clarify goals, - explore alternatives, - evaluate choices and - implement solutions.
3.5 ***responsibility*** Florida students display responsibility, self-esteem, sociability, self management, integrity, and honesty.	The Program of Study seeks to develop students who **think for the future, but act in the present** because they · possess a sense of personal, social and civic efficacy; · recognize personal and civic responsibilities; · display cooperation within groups; · recognize characteristics of good citizens; · read about role models who display traditional values; · recognize activities that promote the welfare of all citizens; · discuss the value of ethical behavior in contemporary society; · recognize the ethical and unethical uses of power and wealth; · accept responsibility to promote fair treatment of all cultural groups; and · **practice lifelong skills** by - performing community service, - acting responsibly toward the environment, - making wise decisions about saving and spending money, and - staying informed on important social, political, legal and economic issues.

GOAL 3 PERFORMANCE STANDARDS	*CONNECTIONS, CHALLENGES AND CHOICES*
3.6 ***use of resources*** Florida students will appropriately allocate time, money, materials, and other resources.	The Program of Study provides opportunities for students to develop skills needed for **effective use of time, money and materials.** Through involvement in active learning situations, students · discuss contemporary situations/or problems in the world, United States, Florida and local community; · examine taxes, governmental services, laws and the allocation of resources; · investigate the budget process at local and state levels; · budget the use of resources; · become involved in community activities and group/individual projects; · reinforce basic economic concepts; · analyze changing lifestyles; and · recognize the multiple work skills needed for a global economy.
3.7 ***systems*** Florida students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and use and maintain appropriate technology.	The Program of Study prepares students to · **identify** and **analyze** social, political and economic institutions; and · **use that knowledge** to create, share, shape and pursue visions. Specifically, in grades 2, 5, 8 and 12, students · select a relevant issue of concern; · participate in research and empirical investigations; · present suggestions for improving systemic conditions; and · seek to effect change.
3.8 ***cooperative activities*** Florida students work cooperatively to successfully complete a project or activity.	The Program of Study recommends the extensive use of **cooperative learning situations** for students to · work in pairs or groups within existing systems, · make positive change a reality, · use concrete experiences in working with others, · recognize opportunities to achieve common goals, · identify individual's strengths and weaknesses, and · have the time to explore the likenesses and differences in cultures and institutions from their community, state, nation and world.

GOAL 3 PERFORMANCE STANDARDS	*CONNECTIONS, CHALLENGES AND CHOICES*
3.9 ***group interaction*** Florida students establish credibility with their colleagues through competence and integrity, and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position which advances goal attainment.	The Program of Study emphasizes the importance of **human interaction** through involving students in activities where they · develop group and individual products related to human needs, · recognize the consequences of actions, · develop position justification, · use effective communication techniques, and · incorporate and adjust to new ideas and situations. Within the social studies curriculum, students · come face-to-face with the complexity of issues, · become aware of the multiplicity of solutions, · recognize the interrelatedness of life, and · experience firsthand the interdependence of people from a variety of cultural groups.
3.10 ***cultural understanding*** Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds while completing individual and group projects.	The Program of Study enhances each student's knowledge of the **rich cultural heritage of the community, state, nation and world**, and prepares them to participate in and understand local, national and international events. It · develops an understanding of one's own culture; · encourages a psychological empathy and respect for other cultures; · seeks to correct the omissions and distortions that have occurred in the portrayal of minority groups; · explores the interactions of humans from more than one point of view; · encourages the development of multiple perspectives; · fosters recognition of other cultural beliefs and values; and · provides practice in working with others from diverse ethnic, social and educational backgrounds.

Florida K-12 Social Studies Program of Study

Connections, Challenges and Choices

A Commitment to the Students of Florida

A VISION FOR THE SOCIAL STUDIES

This vision is designed to develop well-educated people who share a body of knowledge, preserve a set of values, understand common cultural allusions, and are prepared to participate with confidence in the dynamics of political, economic and social groups.

- Well-educated persons have a sense of where they are in time, in space and in culture. They have a sense of personal and social identity.
- Well-educated persons have minds that are well-stocked with information about people in time, in space and in culture. They share cultural allusions.
- Well-educated persons associate new experiences and events with the past. This association established a context in which they explain, sympathize, judge, decide and act.
- Well-educated persons participate in intellectual adventures. They willingly examine established knowledge and accept intellectual risks.
- Well-educated persons recognize conditions detrimental to human development and opportunity. They promote tolerance, understanding and acceptance.
- Well-educated persons possess a range of rhetorical skills. They can narrate, listen and persuade effectively.
- Well-educated persons know how to create, share, shape and pursue visions. They can imagine times that are more just, spaces that are better used and cultures that are more humane.

CORE OF ESSENTIAL CONCEPTS FOR SOCIAL STUDIES

MISSION STATEMENT

Social Studies is the integrated study of the social sciences and the humanities. Utilizing knowledge, skills and attitudes in an active learning environment, social studies promotes the development of well-educated students who have a sense of their place/role historically, geographically and culturally. Social studies enables students to make the informed, ethical, reasoned decisions required for effective participation as citizens of a culturally diverse, democratic society in a rapidly-changing, interdependent world.

CORE CONCEPTS

INTERDEPENDENCE

People interact within political, social and economic systems that are interrelated and reciprocal.

Related Concepts: *causation, communication, community, exchange, government, group, individual, nation, society, transportation, democracy*

CHANGE

The process of the movement of people, ideas, values, behavior, goods, services and technology across time, space and culture is universal.

Related Concepts: *adaptation, causation, evolution, development, revolution, location, communication, assimilation, migration, cultural diffusion, growth*

CULTURE

People interact with their environments and create systems comprised of unique beliefs, values, traditions, languages, customs, technology and institutions as a way of meeting basic human needs.

Related Concepts*: adaptation, religion, philosophy, art, music, literature, dance, drama, diversity, communication, norms, roles, values, ethics, assimilation, space-time, pluralism, homogeneity/heterogeneity*

SCARCITY

The condition of unlimited wants and limited resources necessitates the creation of systems for deciding how resources are to be utilized and distributed.

***Related Concepts**: conflict, exploration, migration, opportunity cost, policy, resources, specialization, production, consumption*

CONFLICT

People and nations often have differing values and opposing goals resulting in disagreement, tensions and sometimes violence necessitating skill in coexistence, negotiation, living with ambiguity and conflict resolution.

***Related Concepts:** authority, collaboration, competition, power, interests/positions, justice, rights, rules, laws, equity, accommodation, democratic processes*

PERSPECTIVE

Perceptions, acquired through interaction with their environments, affect the way in which people understand the past, make sense of the present and prepare for the future.

***Related Concepts:** speculation, imagination, interpretation, introspection, bias, prejudice, causation, judgement, ethics, ethnocentrism, spatial relationships*

RESPONSIBILITY

Democratic societies depend upon the act of participation of citizens who recognize and accept the consequences of their economic, political and social behaviors.

***Related Concepts:** justice, choice, authority, rules, civic action, equality of opportunity, freedom, diversity, due process, decision making, dependability, self control, community, volunteerism, public welfare, civic virtue, citizenship, leadership, risk-taking, efficacy*

CONNECTIONS, CHALLENGES AND CHOICES

FLORIDA'S SOCIAL STUDIES PROGRAM OF STUDY

ELEMENTARY COURSES OF STUDY

Kindergarten - Grade 5

Kindergarten — MY FAMILY AND OTHERS
- North America (United States)
- Asia (Japan)
- Africa (Nigeria)
- Australia

Grade 1 — FAMILIES NEAR AND FAR
- North America (United States)
- North America (Canada and Mexico)
- South America (Brazil)
- Europe (Germany)

Grade 2 — OUR CULTURES: PAST AND PRESENT
- Personal History
- Native Populations
- Immigrant Populations
- Local Communities

Grade 3 — BEGINNINGS: PEOPLE, PLACES AND EVENTS
- Early Civilizations
- Ancient Civilizations
- The Middle Ages
- The Renaissance

Grade 4 — UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY TO 1880
- Explorers and Native Americans
  Early Florida
- Colonial America/Revolution/Government
  Imperial Florida
- Growth and Expansion
  Pioneer Florida
- State's Rights/Civil War/Reconstruction
  Civil War and Reconstruction Florida

Grade 5 — UNITED STATES AND FLORIDA HISTORY AND GEOGRAPHY SINCE 1880
- Railroads/Highways/Cities
  Flagler's, Plant's and Chipley's Florida
- Becoming a World Power
  From Rural Florida to Modern Florida
- Suffrage/Civil Rights/Feminist Movement
  Civil Rights in Florida
- Government/Economy/Immigration/Growth/Education
  Florida Problems of Today and Tomorrow

MIDDLE SCHOOL COURSES OF STUDY
Grades 6-8

Grade 6 GEOGRAPHY: ASIA, AFRICA AND OCEANIA
- The Indian Subcontinent
- Sub-Saharan Africa
- North Africa and Southwest Asia
- Australia
- Micronesia, Melanesia and Polynesia

Grade 7 GEOGRAPHY: EUROPE AND THE AMERICAS
- Eastern Europe and Russia
- Western Europe
- Anglo-America
- Latin America
- Caribbean

Grade 8 FLORIDA: CHALLENGES AND CHOICES
- The Environment
- The People
- The Economy

HIGH SCHOOL COURSES OF STUDY
Grades 9-12

Grade 9 EASTERN AND WESTERN HERITAGE
- Birth of Civilizations Throughout the World
- Four Classic Civilizations
- Emerging Civilizations
- Transitions: Renaissance, Reformation and Revolutions

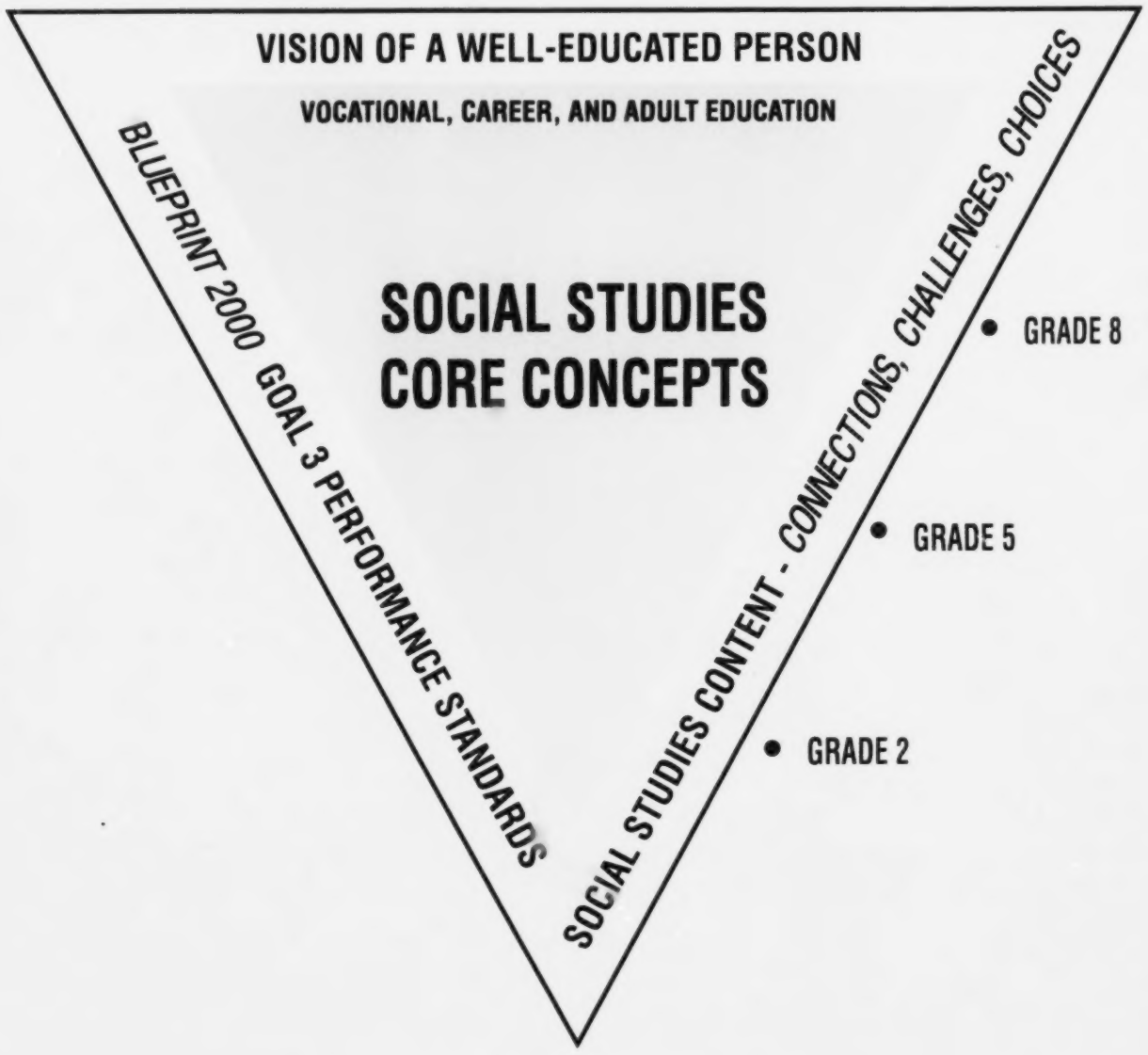
Grade 10 VISIONS AND THEIR PURSUITS: AN AMERICAN TRADITION - UNITED STATES HISTORY TO 1920
- Colonizations
- Revolutions
- Federalism and Nationalism
- Reforms and Reactions
- Transformations

Grade 11 VISIONS AND COUNTERVISIONS: EUROPE, THE UNITED STATES AND THE WORLD FROM 1848
- European Revolutions and Imperialism
- European Civil War: Regional Struggles and the Destruction of Colonialism
- Transforming the Vision: Domestic Policies
- Transforming the Vision: International Relations

Grade 12 THE POLITICAL SYSTEM: PROCESS AND POWER
- The Nature of Political Thought
- The Origins of Political Thought
- The Political System of the United States
- The Individual in the Political Process

THE ECONOMIC EXPERIENCE: SCARCITY AND CHOICE
- The Nature of Economic Thought
- The Origins of Economic Thought
- The Economic System in the United States
- The Individual in the Economic Process

K - 12 FRAMEWORK FOR SOCIAL STUDIES


VISION OF A WELL-EDUCATED PERSON
VOCATIONAL, CAREER, AND ADULT EDUCATION
BLUEPRINT 2000 GOAL 3 PERFORMANCE STANDARDS
SOCIAL STUDIES CONTENT - CONNECTIONS, CHALLENGES, CHOICES
SOCIAL STUDIES CORE CONCEPTS
GRADE 8
GRADE 5
GRADE 2

The goal of social studies education is to reach the Vision of the well-educated person.

By engaging students in behaviors that require the use of process skills (Goal 3 Performance Standards) and content (*Connections, Challenges and Choices*), they continue to deepen their understanding of the essential social studies concepts that are reflected in the vision.

SECTION II

CONNECTIONS TO SCHOOL IMPROVEMENT

CONNECTIONS, CHALLENGES AND CHOICES
and
SCHOOL IMPROVEMENT PROGRAMS

Connections, Challenges and Choices can serve as a blueprint for the design and delivery of social studies instruction as part of school improvement programs. It provides guidance for

- defining what students should know and be able to do within the social studies context.
- revising and developing social studies curriculum frameworks and performance standards.
- directing district curriculum decisions for social studies.
- providing significant, consistent and sustained staff development for social studies professionals.
- infusing a multicultural perspective into the social studies curriculum.
- devising methods of assessment that fairly reflect student learning.
- developing high quality instructional materials.
- incorporating innovative teaching strategies in all social studies classes.
- teaching problem-solving skills that prepare students for tomorrow's workplace.
- creating situations that encourage students to be critical and independent thinkers.
- integrating the curriculum to establish the connections among diverse subjects.
- recognizing the applications of integrated skills.

These activities, directed toward the academic improvement of student performance, carry out the intent of the Florida School Improvement Program.

WHAT WILL BE THE RESULTS OF IMPLEMENTING *CONNECTIONS, CHALLENGES AND CHOICES ?*

Through the implementation of this articulated, developmentally appropriate K-12 social studies scope and sequence

STUDENTS will

- see the connections between what they learn and how they live.
- address the challenges of an informed citizen through appropriate democratic choices.
- develop into well-educated persons who create, share, shape and pursue visions.
- respond through service to the multicultural and multigenerational needs of society.
- compete effectively in the challenging global marketplace.
- participate effectively in the process of social decision making.
- actively participate in maintaining a democratic society.
- apply the learning skills and knowledge gained from an integrated curriculum.
- have equal access to an academic program of study.

INSTRUCTIONAL STAFF will

- receive intensive and sustained staff development and support.
- have direct input into the development of instructional materials.
- have flexibility in implementing and directing school curriculum decisions.
- establish and maintain high academic standards for all students.
- develop instruments that assess student learning and growth in ways that reflect direct instruction.

BUSINESSES, PUBLIC AND PRIVATE AGENCIES, and COMMUNITIES will

- be encouraged to form partnerships with schools by investing capital resources in the development of human resources.
- recognize the value of contributing to the development of each student's potential.
- be populated with well-educated, service-oriented persons who care about the welfare of the community.
- be rewarded with young adults who have developed into critical thinkers and decision makers.
- have access to a pool of citizens who are capable of using knowledge, skills and values to meet the challenges of the 21st century.

SECTION III

CONNECTIONS TO THE CLASSROOM

Classroom Blueprints

for

Grades Kindergarten - 12

CLASSROOM BLUEPRINT

GRADE LEVEL Kindergarten

TOPIC Japan

CORE CONCEPTS

Interdependence - relationship between family members

Change - how people adapt to their environment to meet basic needs

Culture - study of customs and values of families from other cultural groups

Scarcity - system of living and working that is created by limited resources

Conflict - how people all over the world abide by rules of conduct

Perspective - how people meet needs in different ways

Responsibility - how rules affect the way people live

CONNECTION TO VISION

Students develop a sense of personal identity as they explore family likenesses and differences from other parts of the world.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- read or listen to stories about family life in Japan and roles of family members
- listen to folk tales from Japan
- cook and taste ethnic foods using chopsticks
- participate in a tea ceremony, stressing customs and values; compare to way we eat/drink today
- use pictures or photographs to compare clothing and shelter
- construct Japanese houses
- locate Japan on a globe and a map
- discuss physical features, climate, population
- make floral arrangements
- practice the art of origami
- listen to music native to Japan
- compare games, toys, sports, work, school
- make and fly kites
- write group Haiku poems
- write experience stories about each activity
- recreate specific celebrations (New Year, Doll Festival, Children's Day)

CLASSROOM VIGNETTE

As the visitor enters the classroom, kindergarten children are involved in a variety of projects. It is the third week of a six-week study of Japan. Three students are sorting photographs of clothing and shelter into two categories--US and Japan. Two children are listening to the folk tale, *Little Peach Boy*, and following along in their own copies of the story. Afterward, they will illustrate their favorite part of the story, write a sentence about the picture and add it to the "big book" being created by the class.

Four children are in the housekeeping center role-playing a Japanese tea ceremony. Their teacher arranged for a parent to come into the class last week and demonstrate this elegant system of making and serving tea. Several children are measuring, cutting and building kites that they will fly next week during their Children's Day festival next week.

One sees evidence of student maps, with raised-glue edges, hanging in one corner of the room. They are displayed with Japanese flags and a diorama of the islands of Japan. In the dress-up center, three children are putting on kimonos/hakamas, obi, headbands (hachi maki) and sandals and preparing to role-play traditional activities--cooking or doing chores. A small group of students is working with the teacher to write a language experience story about yesterday's food tasting and how they felt about using chopsticks. Later the teacher will reread, *How My Parents Learned to Eat* to the class. In the math center, one sees models, numerals and both the English and Japanese words for 0-10. During the next three weeks, the children will be creating puppets and painting scenery for their play entitled, "A Day in Japan."

LEARNING ASSESSMENTS

- compare likenesses and differences in food (clothing, shelter) between local community and Japan [*change, interdependence, perspective*]
- retell story or folk tale [*culture*]
- create a puppet show or skit depicting one aspect of life in Japan [*culture, scarcity*]
- create an oral or visual representation of one aspect of family life in Japan [*interdependence*]
- describe the effect of climate on Japanese diet (clothing, shelter) [*scarcity, change*]
- draw a picture depicting one responsibility of a Japanese child [*conflict, responsibility*]

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completion of tasks
- allocate resources to complete a project
- recognize the importance of families
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade One

TOPIC Brazil

CORE CONCEPTS

Interdependence - relationship between family members

Change - how people adapt to their environment to meet basic needs

Culture - study of customs and values of families from other cultural groups

Scarcity - system of living and working that is created by limited resources

Conflict - how people all over the world abide by rules of conduct

Perspective - how people meet needs in different ways

Responsibility - how rules affect the way people live

CONNECTION TO VISION

Students develop a sense of personal identity as they explore family likenesses and differences from other parts of the world.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- read or listen to stories about family life in different areas of Brazil
- listen to folk tales from Brazil
- create mural of the four layers of rain forest, including plants and animals
- make terrariums - compare to rain forest
- construct birds and animals of the rain forest
- keep journals with pictures about each bird and animal
- create a big book about the rain forest
- take an imaginary journey down the Amazon
- make Amazon river rafts
- cook and taste ethnic foods
- construct Brazilian houses
- locate Brazil on a globe and a map
- describe physical features, climate, population
- compare size of Brazil to Florida and US
- create maps showing land regions of Brazil
- compare games, toys, sports, work, school
- write experience stories about each activity
- recreate specific celebrations (Carnival)

CLASSROOM VIGNETTE

The first grade classroom is a beehive of activity. It is the last week of a six-week unit on Brazil. The students are getting ready for the culminating activity, a Carnival. A small group of students is practicing the samba they will perform during the Carnival parade. Another group is putting the finishing touches on the masks they have been creating, and three children are practicing speaking and writing common phrases in Portuguese that they will use to greet parents, teachers and other students at next week's Carnival.

Photographs and student-created pictures are everywhere. In the library corner, four students are rereading their favorite stories about Brazil (*The Great Kapok Tree, How the Birds Changed Their Feathers, Rain Forest*). Each one will create a "cover" for their favorite story and add it to the class big book. On another wall one sees student maps comparing the size of Brazil to the US and Florida.

Several students are sorting photographs and posters they received in response to a class letter to the Brazilian Embassy. The pictures depict native food, clothing, shelter and school life. The teacher is working with a small group to show them the fine points of weaving.

One corner of the room looks like a rain forest. The students' mural is covered with colorful drawings and construction paper plants, animals and birds of the rain forest. Charts and diagrams indicate the kinds of medicines that the rain forest yields. In the science center, the terrariums are thriving. A table-top model of the Amazon River is filled with rafts and floating restaurants, stores, churches and gas stations. Its banks are lined with lush foliage and the table is stacked with student writing about the journey down the Amazon.

LEARNING ASSESSMENTS

- use pictures or photographs to compare likenesses and differences in food (clothing, shelter) between local community and Brazil [*change, interdependence, perspective*]
- retell story or folk tale [*culture*]
- create a puppet show or skit depicting one aspect of life in Brazil [*culture, scarcity*]
- create an oral or visual representation of one aspect of family life in Brazil [*interdependence*]
- describe the effect of climate on Brazilian food (clothing, shelter) [*scarcity, change*]
- draw a picture depicting one responsibility of a Brazilian child at home or at school [*conflict, responsibility*]

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completion of tasks
- allocate resources to complete a project
- recognize the importance of families and tribes
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Two

TOPIC Native Americans

CORE CONCEPTS

Interdependence - relationship between members of the family and members of the tribe

Change - how people modified the environment to meet basic needs

Culture - study of customs and values of families from other cultural groups

Scarcity - how Native Americans conserved limited resources

Conflict - differences between the goals of Native Americans and the European settlers

Perspective - how Native Americans viewed nature

Responsibility - how rules affect the way people live

CONNECTION TO VISION

Students develop a sense of their own identity and that of other groups, recognize conditions detrimental to human development and opportunity, and promote tolerance, understanding and acceptance as they explore the lifestyles of Native Americans.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- read or listen to stories about the lives of Native Americans
- read or listen to folk tales about Native Americans
- research specific aspects of Native American life in cooperative learning groups
- research using electronic mail
- participate in cooking activities
- develop research journals with worksheets and information gathered from reading
- develop maps with locations of Native American tribes
- develop posters to convey information about specific groups of Native Americans
- write a report about one group of Native Americans
- recreate Native Americans rhythms or chants
- research and play Native American games
- practice Native American hand crafts
- create a Native American village
- view filmstrips/videos about Native American lifestyles
- compare own lifestyle to that of a Native American child
- create picture dictionaries similar to Native American form of communication

CLASSROOM VIGNETTE

The classroom visitor observes students working in cooperative learning groups and individually in research, art, publishing, cooking, computer, and geography learning centers. In the research/ multimedia center, a small group of students is working with filmstrips, tapes, laserdiscs, and theme-related books. They are recording information in their research journals. Three students are working on projects such as necklace making or pottery. In the publishing center, several students are working on their writing folders, brainstorming outlines, conferencing and editing, and responding to articles and stories read by the teacher. In the computer center two students are using Compton or Grollier's encyclopedia and recording information. Three other students are using E-Mail and typing scripts.

In the geography center, the teacher is helping students locate the area of origin for the tribe they are studying so they can make a map of the US and designate the tribe, using cardinal directions. The map will also contain other land features that made the lifestyles of this Native American tribe unique. Other students are writing directions from their home state to the area of origin of their tribe. One small group has just finished a representation of a Native American village made from clay or paper mache' and another is working on a picture dictionary, representing a Native American form or communication.

LEARNING ASSESSMENTS

- develop and perform a puppet show about a specific custom of a Native American tribe (*interdependence, culture*)
- write and perform a play about one confrontation between Native Americans and European settlers (*conflict, culture*)
- compare and contrast the life of Native Americans in the 1800's and now (*change, perspective*)
- retell folktales/myths of Native Americans (*culture*)
- create a visual or oral representation depicting a Native American's view of the land (*perspective, scarcity*)
- describe the responsibilities of a Native American child (*responsibility*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize the importance of families
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Three

TOPIC Ancient Egypt

CORE CONCEPTS

Interdependence - social relationships in Egypt

Change - how developments in science, engineering and communication change the lives of people

Culture - study of beliefs of ancient Egyptians

Scarcity - how Egyptians used limited resources to meet basic needs

Conflict - how people conformed to rule of the Pharaohs

Perspective - how Egyptians prepared for the future

Responsibility - how rules affect the way people live

CONNECTION TO VISION

Students develop a sense of where they are in time, in space and in culture. They participate in intellectual adventures and associate new experiences and events with the past as they explore critical events in Ancient Egypt.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- engage in mapping activities
- participate in class discussions about Egyptian dependence on the Nile River
- read and/or listen to stories about Egyptian life
- make papyrus
- study and develop hieroglyphics
- read and/or listen to myths/folklore from early Egypt
- read and/or listen to stories about Egyptian customs (mummies, pyramids, religion)
- produce examples of Egyptian pottery
- create a timeline of events from Egyptian civilizations
- keep a journal with written and visual information
- build a model of a pyramid
- use graphs, charts, or diagrams to present information
- write plays or poetry related to life in Egypt
- locate Egypt on a map or a globe
- based on its location, draw conclusions about why Egyptian civilization flourished

CLASSROOM VIGNETTE

The visitor observes students participating in a variety of projects. There are five students in a learning group who are researching hieroglyphics, decoding teacher-made sentences and developing their own. A pair of students is accessing FIRN to gather information about Egypt and to send out survey questions to other classes. Another small group of students is listening to *Mummies Made in Egypt* by Aliki. They follow up with discussion and brainstorming to create their own mummy book. A few students are reading silently in a center designated for Egyptian studies. Many students have brought in books to place in the center.

The teacher is working with another group writing a script for a play depicting Egyptian life. Four students are constructing a pyramid from their own blueprints. Egyptian friezes to be used in the play decorate one corner of the room, and three student are working on the almost-finished diorama of the Nile River. Two students are experimenting with costumes and makeup and another pair is checking all the stage props. Opening night is at hand!

LEARNING ASSESSMENTS

- compare ancient Egypt with modern Egypt (*change, culture*)
- retell story or myth (*culture*)
- produce and perform a skit about one aspect of Egyptian life (*culture, interdependence, scarcity*)
- produce a video tape program about Egypt and the Pharaohs (*conflict*)
- create an oral presentation describing a pyramid (*perspective*)
- make an Egyptian dish for a classroom "feast" (*culture*)
- produce models of Egyptian pyramids and/or homes (*scarcity, culture*)
- complete learning log/journal with research information about laws in Egypt (*responsibility*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize how economic and social systems affect lives of people
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Four

TOPIC Colonial America/Revolutionary Era

CORE CONCEPTS

Interdependence - relationship between colonists and British Government

Change - how both the colonists and the British adapted to changing situations

Culture - comparing the customs and values of the colonists/British and noting their differences and similarities

Scarcity - system of living and working that was created by the limited resources of the colonists

Conflict - how groups behave when they are unable to resolve issues

Perspective - how each side (colonists/British) viewed the events and reacted to situations based on personal values

Responsibility - how rules affect the lifestyles of both the colonists and the British

CONNECTION TO VISION

Students gain information to expand their understanding about people in time, in space and in culture. This study provides the opportunity to develop an understanding of the past based on the customs and values of groups in conflict.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- create a time line of dates and issues of concern to both the British and the colonists
- listen to and interpret colonial songs, such as "The Rich Lady Over the Sea"
- use pictures and photographs to make observations about the people and settlements of the area
- read *Paul Revere's Ride* by Longfellow and discuss the events of the poem from both the British and the Colonist point of view
- read primary source, fictional and nonfictional accounts associated with this time period
- keep journals
- examine art that depicts life in Colonial America
- research people, places and events related to this time period
- create a classroom constitution based on the principles and concepts of the US Constitution
- examine clothing and crafts of the period
- design a wall story that depicts a specific event
- analyze growth patterns in colonial cities and compare them to growth in that city today

CLASSROOM VIGNETTE

The classroom has many activity centers that promote student learning and enjoyment. This four-week unit is nearing an end, and the classroom shows evidence of student work and dedication. Student-created maps, charts, graphs and posters line the walls. A model of a colonial village is in one corner. Mobiles, portraying characters from recently read literature, are hung from the ceiling.

Five students are creating a wall story depicting the novel *Johnny Tremain*. A group of thespians is practicing their roles for an original play written about a British and a Colonial family during the summer of 1775. A few students are reading silently in a reading corner, while others are working with a clasroom volunteer researching authentic uniforms of this period. The teacher is assisting a group creating Revolutionary War story problems to use during a math lesson. Other small groups are either working individually on their journals, practicing for their oral reports or using the computer to investigate the people and events that made this era historically significant.

LEARNING ASSESSMENTS

- describe the effect the Boston Tea Party had on both the British and the colonists (*conflict, culture*)
- create a time line of the period listing political/social events, art, music, literature (*perspective, interdependence, change*)
- develop a series of journal entries illustrating the attitudes of the British and the colonists and the changes in their convictions associated with loss of people and property (*perspective, conflict, scarcity, responsibility*)
- create a portfolio including examples of writing activities, graphs, comparisons, designs, drawings, and other and written or visual pieces that describe people/events and personal feelings (*interdependence, change, culture, scarcity, conflict, perspective, responsibility*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize how systems (government) effect people's lives
- work in cooperative groups
- interact with other students
- recognize perspective of people from a variety of cultural groups

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Five

TOPIC Railroads, Highways and Cities - The Transcontinental Railroad

CORE CONCEPTS

Interdependence - relationship among railroad workers from various ethnic backgrounds

Change - how completion of the railroad affects the movement of people, goods, services and ideas

Culture - exchange of cultural ideas and values among workers from differing ethnic backgrounds

Scarcity - system of living and working that was created by limited resources

Conflict - ethical and unethical uses of power and wealth

Perspective - how prejudice affected the relationships among the people involved in the building of the railroad

Responsibility - how government and railroad companies responded to the Native Americans who lived and hunted on the land

CONNECTION TO VISION

Students gain information to expand their understanding about people in time, in space and in culture. This study provides the skills necessary for recognizing and resisting conditions detrimental to human development and opportunity.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- locate routes taken by the railroad companies
- listen to and interpret songs about the railroad
- use pictures and photographs to make observations about the land
- discover the jobs created through this venture
- investigate cultural backgrounds of railroad workers
- keep journals
- analyze time inconsistencies and benefits of standardizing time
- read primary source, fictional and nonfictional accounts associated with the railroad
- examine art that relates to the railroad
- read about folk heroes of the time/compare with today's heroes
- graph time/distance transportation rates
- create scale models of trains
- design wall stories focusing on landscape along railroad route
- locate cities, analyze growth patterns, map results

CLASSROOM VIGNETTE

The fifth grade classroom has been transformed into a railroad station. Antique train lanterns adorn the room. Students are nearing the end of this four-week unit of study. A model train is set up in the center of the room. Students determined that it represents a train moving westward just outside Promontory, Utah. Landscape has been designed and added appropriately to the scene. Five students are writing in their journals, describing how they - as Chinese workers - feel about the end of this project. Another group is creating posters for the train company to advertise the transcontinental railroad's trips across the continent. Students are reading books about the railroad while others are listening to a taped version of "Casey Jones."

The teacher arranged for a volunteer to come in today to help create a model train. Students had drawn scale models of a train. Today's task is to enlarge the dimensions of the scale model and create a life size "caboose" outside in the school's drive. The volunteer, equipped with yardsticks, tape measures, chalk and students is embarking on her challenge with excitement! Two students are at the computer writing a thank you letter to a former railroad worker who visited the classroom last week.

The room is filled with student work. There are student-created and manufactured maps everywhere. Charts, graphs, railroad schedules and photographs adorn the walls while a wall story of the "Golden Spike" is completed on the bulletin board. Art prints depicting various railroad scenes are hanging in the "Art Gallery." Books are everywhere...in a reading center, but more importantly, on student tables.

LEARNING ASSESSMENTS

- use maps to draw conclusions about the growth of cities along the railroad routes (*change*)
- design posters or advertisements for a job on the railroad (*culture*)
- create a time line of the period listing political/social events, art, music, literature (*perspective, interdependence, change*)
- develop a series of journal entries illustrating the treatment of workers from various ethnic groups (*culture, conflict, scarcity, responsibility*)
- create a portfolio including examples of writing activities, graphs, comparisons, and written or visual pieces that describe personal feelings (*perspective, interdependence, conflict, culture, change*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize how systems (railroad company/government) effect people's lives
- work in cooperative groups
- interact with other students
- recognize perspective of people from a variety of cultural groups

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Six

TOPIC Australia

CORE CONCEPTS

Interdependence - relationships among families and groups

Change - how people adapt to their environment and in turn affect their surroundings

Culture - study of customs and values of members of other cultural groups

Scarcity - systems created by limited resources

Conflict - how differences among groups are resolved

Perspective - how groups view their surroundings

Responsibility - how political, economic and social decisions affect the quality of life

CONNECTION TO VISION

Students are well informed about people within a culture, understand the viewpoints reflected in that culture, and believe that the quality of life for all groups can be improved.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- locate Australia on a map and describe physical features and climate regions
- compare Australia and the United States
- summarize an article on Dreamtime
- listen to modern Australian music groups (Midnight Oil's Diesel and Dust)
- design and construct an Aboriginal ritual painting following tribal customs of group organization
- name and describe animals and plants unique to Australia
- write a travel journal (five days - each day's entry built around one theme of geography)
- create picture postcards of Australia and Australian life
- read a description of growing up on a station (*Road to Coorain*)
- learn the words to an Australian folk song (Waltzing Matilda)
- construct a crossword puzzle of distinct Australian words and their definitions (station = ranch)
- research and compare the significance of Captain James Cook and Christopher Columbus
- research and compare the histories of Washington, D.C. and Canberra
- read and critique poems by Australian children
- describe life of Aborigines with life of American Indians on reservations and South Africans in homelands
- collect recipes from Australia

CLASSROOM VIGNETTE

At the station set aside for research and recording data, students are completing worksheets written for chapters on Australia in three different geography textbooks. They will be graded as both individuals and as a group, so they talk and discuss their work in order to make sure each member of the group achieves a high level of expertise.

At another learning station, students are viewing the video tape *Australia* produced by National Geographic. They make a list of what they learn and what questions come to mind as they view the tape. Each group member must contribute at least one statement for each category. Outstanding comments or questions will earn bonus points for the group.

At the third station, a group is listening first to a tape of *Waltzing Matilda*; followed by the CD *Diesel and Dust*. A copy of the words to all the songs is provided. At the silent reading station, students browse through a teacher-made collection of newspaper articles on Australia; almanacs, copies of National Geographic and Faces, and trade books like *Wandering Girl* and *Road to Coorain*. Some students have found their own reading sources about Australia at home or in the school library.

The map corner contains several editions of atlases. Students are answering written questions based upon the atlases. Which atlas the student uses is determined by the teacher. A team responds to the questions from the Goode's World Atlas while individual students answer questions using Nystrom's Classroom Atlas.

The remaining students are working on a map painting that recreates a Dreamtime story. The main symbols in the picture tell the story. Then, as the Aborigines do, the students work together to fill in the background of the painting with dots.

LEARNING ASSESSMENTS

- create a visual representation of rights and responsibilities of an Australian citizen (*conflict, responsibility*)
- create a bumper sticker which reflects an Aboriginal issue (*culture*)
- plan a video interview with Captain Cook (*change*)
- develop a 10-day tour package of Australia (*interdependence, scarcity, perspective*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize the importance of individuals and groups
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Seven

TOPIC Immigration

CORE CONCEPTS

Interdependence - relationship among people from many nations of the world

Change - how various peoples adapt to new environment

Culture - study of European and African customs and values brought to the Americas during the 16th and 17th centuries

Scarcity - role of limited resources as a factor in decisions to immigrate

Conflict - the cultural conflict between Eastern and Western Hemispheres

Perspective - how groups view their surroundings

Responsibility - how political, economic and social decisions affect the quality of life

CONNECTION TO VISION

Students are well informed about people within a culture, understand the viewpoints reflected in that culture, and believe that the quality of life for all groups can be improved.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- read journals and diaries of European or African explorers and settlers
- create maps showing area of European colonization in Western Hemisphere
- compare the physical features of the European nation and its colonies
- compare the physical features of West Africa and the Americas
- list the cultural characteristics of the major European colonial powers
- recreate the journeys of several different groups to the Americas
- research a famous explorer or settler of the Americas
- write an imaginary journal of a typical colonist or slave in the Americas
- list the European/African cultural traits that survived the colonization period
- create a visual presentation depicting life as an immigrant from West Africa
- listen to native music of West African nations
- design an oral or visual report about one of the European colonial powers
- read or listen to stories about early European settlers

CLASSROOM VIGNETTE

The students in the class are working in six (6) cooperative learning groups, five of them representing one of the major European colonial powers of the 16th and 17th centuries: England, France, Holland, Spain, Portugal, and the sixth group representing the African slaves.

One group is using an atlas to complete maps showing the physical features of the "homeland". Last week they worked on charts that described the outstanding cultural traits of the "homeland" during the 16th and 17th centuries. Another small group of students is reading the travel journal of a English settler who relocated to North America. As they read, one of the group members creates a physical map locating the areas of colonization or settlement. Four or five students are developing the script for a television interview with "immigrants from each of the designated countries. The library table has student summaries about people from each of the countries who explored, conquered or settled in the Americas, explaining the reasons for their journeys.

The group representing the African slaves has subdivided themselves in small units: two students are collaborating on the writings of Jomo Kenyatta through shared reading of excerpts from *Tribal Life*. A group of five or six students are collaborating on a program that depicts some of the art, music or literature of West Africa: African proverbs, riddles from *Ji Nongo-Nongo*, music of Miriam Makeba and "Graceland," and a display of the arts of Africa--basket making, jewelry, masks. A third subgroup is creating a collage showing the cultural traits from their country that took "root" in the New World and still survive today.

After each of the group presentations are made next week, the class as a whole will create a list of similarities and differences between the old and new settlements.

LEARNING ASSESSMENTS

- create a first person narrative of the colonial experience (*change, culture, perspective*)
- identify and describe European or African cultural traits found in U.S. society today (*change, culture, perspective*)
- using maps that depict the areas of the Americas settled by different groups from Europe or Africa, draw conclusions about the choice of location (*interdependence, conflict*)
- describe how either political, social or economic issues affected the decision to immigrate (*scarcity, responsibility, conflict*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric forms
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize the importance of individuals and groups
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Eight

TOPIC The People - Migration/Cultural Pluralism

CORE CONCEPTS

Interdependence - how people from various cultural backgrounds interact in economic, social and political settings
Change - how people from diverse cultural groups adapt to a new environment
Culture - recognition of how the beliefs, values and traditions of people from diverse groups affect their behavior
Scarcity - how migration has affected employment, education, housing and social services of the community
Conflict - how groups and individuals resolve issues with competing interests through political and social processes
Perspective - observation and analysis of the political, social and economic treatment of immigrants
Responsibility - the importance of participation in community service and political and civic improvement activities

CONNECTION TO VISION

Students evaluate the unique cultural characteristics of Florida and recognize conditions that are detrimental to human development and opportunity. They participate in the social, political and cultural dynamics of their local community.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- read journals, diaries and other accounts describing experiences of immigrants
- create maps showing area of world from which current Florida residents immigrated
- create a population density map showing concentration of specific immigrant groups in Florida
- develop a classroom genealogical chart
- create a mural showing the influence of pluralism on the art, literature, music and folklife of Florida
- research the contributions of scientists and inventors who represent different cultural groups
- discuss the diversity of languages in Florida and give examples of "non-English" words that are part of local vernacular
- assemble a classroom collage of pictures, headlines, articles that represent the diversity in your class/community
- perform a living biography of someone from each student's cultural heritage
- create a visual presentation depicting life in Florida as an immigrant
- collect oral histories from a culturally diverse group of people
- graph findings of research about immigration patterns in Florida
- select and research a local issue that has its roots in cultural pluralism, e.g., education, sensitivity, hate crimes, racial tension, employment, etc.

CLASSROOM VIGNETTE

The classroom is filled with student-created work. A team of four students is preparing for a debate on the topic "The United States (Florida) Should Close Its Doors to All Further Immigration." Students have contacted the Immigration Bureau, have pages of local statistics and are considering writing a suggested change to the Immigration Act. Another group of students discovered in their research that many critical school documents are not available in languages that parents can understand. They are translating and making audio-tapes of the school's student handbook.

A research corner finds two students selecting documents from ERIC, another using *InfoTrac*, while three others are comparing information from newspaper accounts that they read on microfiche in the media center. Another group is preparing graphs and charts to use when they present their findings on how the local newspaper portrays people from non-English speaking cultural groups.

One group of students developed a particular interest in the migrant workers in Florida and is creating a presentation related to "the migrant trail," education of students and other pertinent issues. They have just finished viewing the documentary, "Harvest of Shame," and are adding pictures and articles to the class collage on cultural diversity.

The teacher is meeting with another group of students who have gathered information from the State Commission on Human Rights and the local police department related to "hate crimes" and racial tension on school campuses. They are preparing to make a presentation to the local school board and suggest a program of sensitivity training for all employees and students. They hope to eventually create a student council comprised of members from all ethnic groups in the school who will make suggestions for promoting tolerance and acceptance among all students.

LEARNING ASSESSMENTS

- create a first person narrative of an immigrant experience (*change, culture, perspective*)
- attend a meeting of a local cultural group and write about the experience (*interdependence, culture, perspective, responsibility*)
- develop a visual presentation of a trip through the local community, highlighting the cultural diversity (*change, culture, perspective, interdependence*)
- describe how either political, social or economic issues affected the decision to immigrate (*scarcity, responsibility, interdependence, change, perspective*)
- present summary data showing how the local news media refers to members of diverse cultural groups (*conflict, perspective, responsibility*)
- make recommendations for solving a culturally based problem (*conflict, perspective, responsibility*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- access and use information
- communicate in oral, written and visual formats
- display information in numeric form
- use creative thinking and problem-solving techniques
- assume personal responsibility for completions of tasks
- allocate resources to complete a project
- recognize the importance of individuals and groups
- work in cooperative groups
- interact with other students

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Nine

TOPIC Transitions: Medieval to Renaissance

CORE CONCEPTS

Interdependence - relationship between different historical ages and among those who helped bring about the transition

Change - the movement of ideas over time; the idea of sameness and difference over more than one historical period

Culture - the social, political and religious characteristics of discrete ages

Scarcity - the impact of limited resources on the development of institutions and ways of life

Conflict - the conflict between social classes during this historical period

Perspective - the differing points of view represented by those involved in the two ages

Responsibility - the role of individuals as authors of change

CONNECTION TO VISION

Students develop a sense of who they are, where they are and how they came to be there by understanding the past and making connections to the present.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- research the social, political and economic characteristics of the period
- chart the social, political or economic characteristics of the period
- present conclusions and compare and debate findings with other individuals/groups
- read and analyze literature of the period, *e.g., The Inferno,* Dante; *The Canterbury Tales,* Chaucer
- analyze the authenticity of films and videos that seek to present this period
- write position papers that justify identifying historical figures or authors as Medieval, Renaissance or transitional
- read primary sources associated with the period
- compare art and architecture of the period
- use art of the period to draw conclusions about the daily life of people from different social classes
- describe the impact of religion and the Church during this period
- create a visual or written presentation representing the advances in science during this period

CLASSROOM VIGNETTE

Most 9th grade students are capable of functioning at the theoretical level. This grade, however, helps them make the final transition from the use of narrative form to analytical operations. The classroom, therefore, is full of activities that reflect a variety of developmental achievements. Several students are using a data base to research political and religious leaders of this period and prepare oral reports on these individuals, describing how they reflected their times.

A small group is gathering information about authors and poets and categorizing them as Medieval, Renaissance or transitional. Three students are preparing a portfolio depicting the spirit of the Renaissance, and the teacher is working with another group to prepare a comparison of family life during medieval times (extended family on the manor) with family life during the Renaissance (parents and children in one household.)

Although all students will be reading a selected literary work (Dante's *Inferno*), some students are also silently reading a variety of historical works, fiction and nonfiction. Others have chosen to write allegories in which the characters, setting and plot reflect their life today. A group of artists is preparing a mural depicting scenes from *The Inferno*.

LEARNING ASSESSMENTS

- prepare a written, visual or oral presentation that depicts Dante as a Medieval, Renaissance or transitional figure, using supporting characteristics of either or both periods (*perspective*)
- create a time line of the period, listing political or social events (*change, interdependence, perspective*)
- graphically display the characteristics of the Medieval and Renaissance periods (*change, conflict, perspective*)
- create a portfolio that includes examples of writing activities, graphs, comparisons and other written or visual pieces describing the ways people lived during these periods (*interdependence, change, culture, scarcity, conflict, perspective, responsibility*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- locate, analyze and interpret information
- communicate in oral, written and visual formats
- use creative thinking and problem-solving techniques
- assume personal responsibility for completion of tasks
- allocate resources to complete a project
- recognize the importance of individuals and groups
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Ten

TOPIC Transformations: The Second Industrial Revolution

CORE CONCEPTS

Interdependence - economic, social, political interaction in the second half of the 1800s

Change - agrarian and industrial revolutions; new immigration

Culture - nativism vs. pluralism; discrimination

Scarcity - limited political, social and economic resources

Conflict - cultural, political and economic conflicts resulting from radical change

Perspective - comparison of various views of American society (farmers, workers, factory owners, robber barons, new immigrants)

Responsibility - individual and group roles in advocating/resisting change

CONNECTION TO VISION

Students develop a sense of who they are, where they are and how they came to be there by associating current experiences with past events. They recognize the disparity betweeen the classes of people in this turbulent period and develop skills to resist conditions detrimental to human development and opportunity.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- investigate the folklore of the cowboys through songs, photographs, art and primary sources
- draw conclusions about popular sentiment through the political cartoons of Thomas Nast
- compare the excitement of the homesteaders to the feelings of the Native Americans after the Dawes Act
- read excerpts from literature of and about the period, *e.g.*, *My Antonia*, Willa Cather; *The Gilded Age*, Mark Twain; *Bury My Heart at Wounded Knee*, Brown; *Cimarron*, Edna Ferber
- participate in simulations or role plays related to the time period, *e.g.*, farmer, banker, farm family members, member of Grange
- research effects of the Transcontinental Railroad on people's purchasing habits and the rise of consumerism, *e.g.*, mail order - Sears, Ward; department stores - Wanamaker, Field
- create charts that compare the treatment of a variety of immigrant groups, *e.g.*, European, Chinese

CLASSROOM VIGNETTE

Students are talking, asking questions, reading and gathering resources for a variety of projects. One group is examining photographs of the period to draw conclusions about the impact of technology on family life in an urban area, a rural area and a city tenement. Some are collecting pictures that are a testament to the technological advances in building (the Brooklyn Bridge and the skyscrapers of Louis Sullivan and Frank Lloyd Wright). Two teams of students are working with the teacher to participate in a debate: Carnegie and Rockefeller were truly "Captains of Industry."

On a bulletin board one sees student-created collages, newspaper ads and scripts of radio announcements related to the inventions and inventors of the time. Three students are working on an oral presentation about the importance of public education during this period. They are using Winslow Homer's *Country School* as a lead-in to their presentation. As small group is creating a model of the Philadelphia Centennial Exposition of 1876 to help their classmates draw conclusions about the growth of technology during this period and recognize its impact on the social and economic life of people.

LEARNING ASSESSMENTS

- analyze the characters, events, and places in *The Wizard of Oz* compared to real characters, events, and places of the late 1880s (*interdependence, change, conflict, perspective*)
- respond to a given scenario from more than one point of view, *e.g.*, mill owner, male worker, female worker, child worker (*scarcity, interfdependence, conflict, perspective, responsibility*)
- read Carl Sandburg's, "The Skyscraper" and describe the kinds of workers and jobs available in the industrial city (*change, inderdependence, scarcity*)
- prepare a written, oral or visual presentation describing the new immigration of the late 1800s (*culture, change, conflict, perspective*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- locate, analyze and interpret information
- communicate in oral, written and visual formats
- use creative thinking and problem-solving techniques
- assume personal responsibility for completion of tasks
- allocate resources to complete a project
- recognize the importance of individuals and groups
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Eleven

TOPIC Transforming the Vision: International Relations

CORE CONCEPTS

Interdependence - relationship between U.S. vision of itself and its treatment of and reaction to other countries

Change - the "growth" of U.S. foreign policy from colonial to modern times

Culture - the influence of differing societies on a nation's foreign policy

Scarcity - the role of economics in U.S. foreign policy

Conflict - tensions created within the U.S. related to its foreign policy

Perspective - ways different people perceived U.S. foreign policy

Responsibility - the role of a citizen in his/her nation's foreign policy

CONNECTION TO VISION

Students examine their relationships with earlier Americans, thereby placing themselves in time, space and culture. They have a contextual understanding of the causes and effects of past events, are able to judge historical conflicts in light of new knowledge and are more likely, rather than less likely, to be well-educated persons who accept personal responsibility in their pursuit of visions.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- read excerpts from political speeches to draw conclusions about their effects on the American people, *e.g.*, Churchill - the Iron Curtain speech; Kennedy - Ich bin ein Berliner
- role play in "You Are There" format an observer in Berlin in 1961 (when the Wall went up) and in 1989 (when the Wall came down)
- research the role of the CIA, particularly in Latin American countries
- debate: Any activity is justified if it promotes U.S. security
- listen to music of the Cold War and draw conclusions about public sentiment
- read and analyze literature of or about the period to understand how people viewed U.S foreign policy actions, *e.g.*, *On the Beach*, N. Shute
- chart the effects of Sputnik on political, economic and social institutions
- use political cartoons to compare the techniques of several Secretaries of State, *e.g.*, Dulles, Kissinger, Baker

CLASSROOM VIGNETTE

The walls of the classroom contain pictures, written opinions, student-created newspaper articles and examples of U.S. foreign policy initiatives since the end of World War II. Students are working in small groups to finish this visual history. One group is constructing a model of the Berlin Wall while others are drawing maps of its location. Three students are researching the effects of "anticommunism" madness and McCarthyism.

Another group is using the laser videodisc *Communism and the Cold War* to add resources to the section on the Bay of Pigs and the Cuban Missile Crisis. The teacher is talking with a group who is depicting President Nixon's policy of detente and the visits to China and the Soviet Union. Several students are selecting photographs of Jimmy Carter and the Camp David Accord to show another aspect of U.S. foreign policy. Other groups or pairs are locating information to complete the sections on the Iran/Contra Affair, the invasion of Grenada, the Persian Gulf War, South Africa and the Middle East. When completed, students will draw conclusions about U.S. foreign policy actions related to professed democratic values and traditions.

LEARNING ASSESSMENTS

- describe the role of the Peace Corps as an outgrowth of foreign policy (*change, interdependence, responsibility*)
- analyze photographs of students from Kent State and the letter to the Soviet Premier from Samantha Smith to describe the effects of U.S. foreign policy on youth (*interdependence, change, conflict, perspective, responsibility*)
- compare three examples of U.S. "anticommunism" foreign policy (*interdependence, change, conflict*)
- predict the underlying force and future direction of U.S. foreign policy--global partnership? national interest? democratic values? Justify your answer. (*change, culture, scarcity, perspective*)

While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- locate, analyze and interpret information
- communicate in oral, written and visual formats
- use creative thinking and problem-solving techniques
- assume personal responsibility for completion of tasks
- allocate resources to complete a project
- recognize the importance of individuals and groups
- work in cooperative groups
- interact with other students
- recognize and respect the opinions of others

CLASSROOM BLUEPRINT

GRADE LEVEL Grade Twelve

TOPIC Economics and Politics of Growth

CORE CONCEPTS

Interdependence - relationship between the political and economic system

Change - recognize the consequence of growth and development

Culture - how growth and technology can increase cultural gaps

Scarcity - policy that affects the distribution of limited resources

Conflict - resolution of differing economic goals and values

Perspective - how awareness of differences leads to understanding of solutions to problems

Responsibility - the importance of economic decision-making

CONNECTION TO VISION

Students realize the important role that economics plays in both personal and social terms, and recognize relationship that exists between macroeconomics and politics as they analyze the underlying system of values with which one can judge the ethics of a given economic behavior.

ENGAGING BEHAVIORS

During this unit, students, individually or in groups

- use computer simulations to reinforce economic concepts
- read primary sources
- analyze and interpret economic data
- demonstrate technological literacy using on-line services
- use technology to develop presentation
- ask appropriate questions of guest speakers
- produce charts and graphs through data entered into the computer
- debate issues pertinent to Florida's growth
- invite local community representatives to form a panel
- communicate with community representatives
- prepare legislation
- participate in government through legislative presentation
- produce written report

CLASSROOM VIGNETTE

A visit to this senior level economics classroom finds students into the second week of a three-week unit "Florida: Where Are We Growing?" During the first week of the unit students used the computer simulation *Economics: What, How and for Whom?*, an interactive role-play that reinforced the economic concepts and vocabulary that were pertinent to the unit. *Measuring Economic Activity*, another computer simulation, was demonstrated by the teacher for student use throughout the unit.

Today students are working in many groups gathering information about Florida's economy from several sources. One group wrote the Atlanta Federal Reserve Bank to find out about Florida's growth over the past decade. The Bank sent several articles pertaining to Florida from their publication *Economic Review*. Another group is developing a survey to use in the community to gather statistics about what people believe are the most important issues facing Florida's future.

A few students are using Prodigy to gather data about Florida. The state employment office has been contacted to speak about the future of employment in the state. The Dr. Phillips Institute at the University of Central Florida has provided students with macroeconomic data about the United States and Florida since the year 1978. The *Florida Almanac* and *NewsBank*, a self-contained microfiche collection on current events and issues, culled from more than 100 U.S. newspapers is available, too.

When all groups complete their data searches, they will use the computer program *Measuring Economic Activity* to enter their findings and to produce graphs illustrating their data. All groups are responsible for a ten-minute presentation of their findings on Tuesday of the third week of the unit. One group is authoring a computer program that will interact with the laser disc player. Another group is preparing a debate about the important issues facing Florida's future. Four students are inviting local planners, city and/or county commissioners, and representatives from interest groups concerned with growth for a panel decision on the issues they consider most important. The group, conducting the survey will study the other groups findings, presentation by the panel, and their own research to prepare legislation affecting Florida's growth. This group is responsible for presenting their proposed legislation to a group of local state representatives and senators from their district.

LEARNING ASSESSMENTS*

- group presentations as a result of research
- written report of findings
- visual representations of comparative data
- recommendations for action related to current issues facing Florida

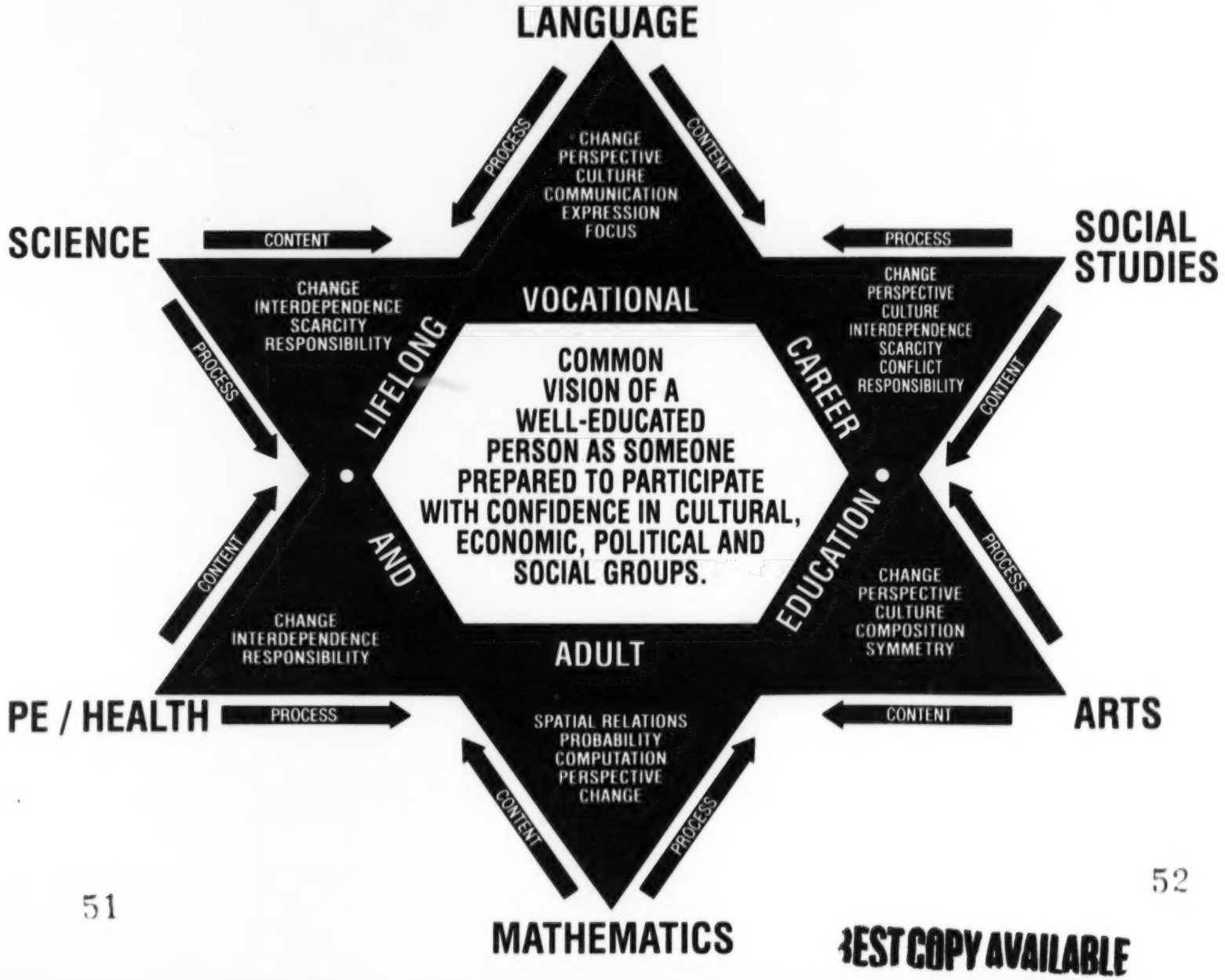
While participating in **Engaging Behaviors** and **Learning Assessments**, students practice the skills inherent in the *Blueprint 2000* Goal 3 Performance Standards. They

- locate, analyze and interpret information
- communicate in oral, written and visual formats
- use numeric operations to analyze, disaggregate, and display information
- use creative thinking and problem solving techniques
- assume responsibility for individual and group tasks
- allocate resources to develop a presentation
- exercise civic and economic efficacy
- use appropriate technology
- work in cooperative groups
- interact with others to justify or negotiate a position to advance goal attainment
- recognize and respect the opinions of others

* *Grade 12 Learning Assessments reflect the student's integrated understanding of all the social studies core concepts.*

SECTION IV

CONNECTIONS TO OTHER DISCIPLINES



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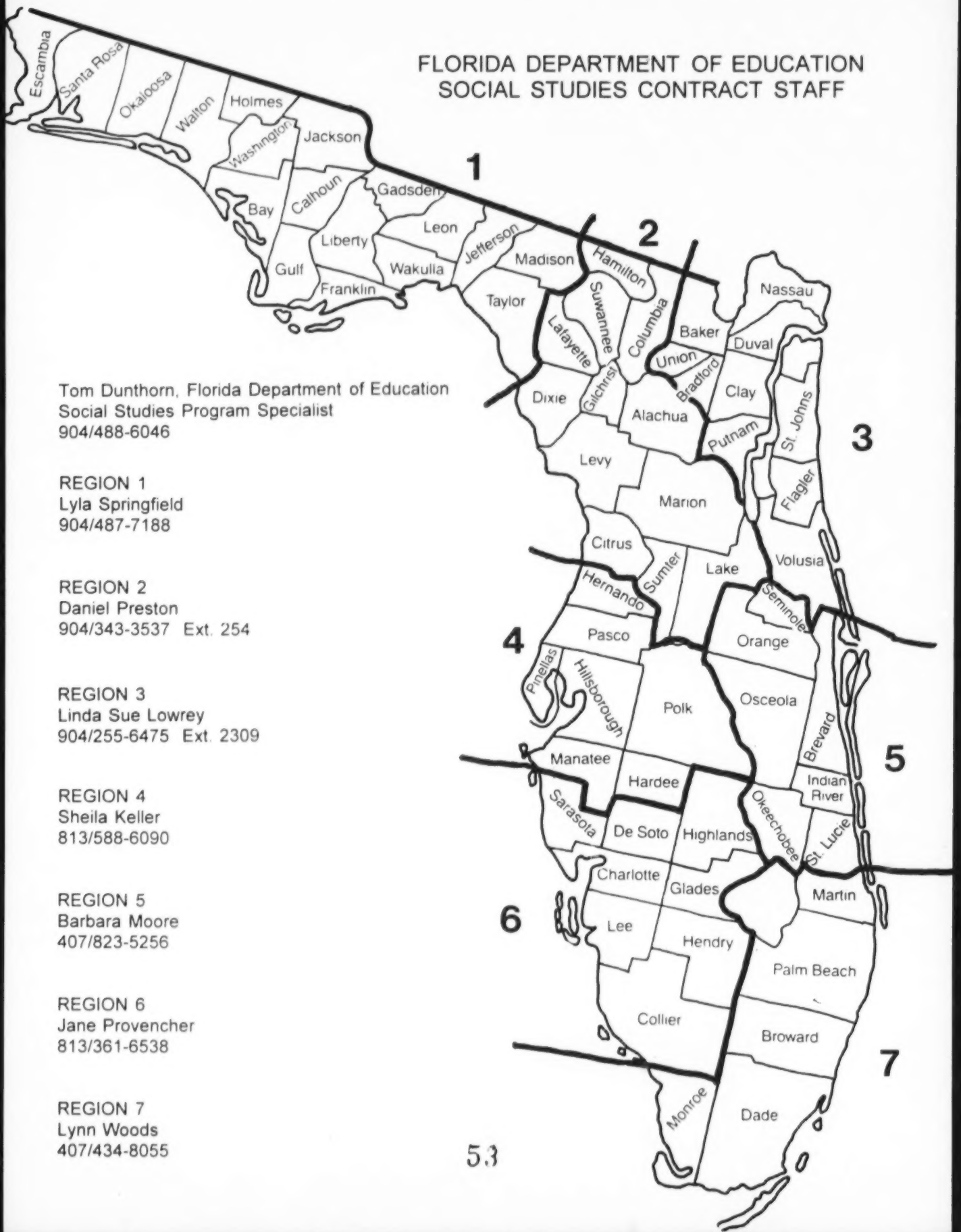

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